Special Topics in Public Scholarship (MALS 74900, 3 credits)
Intricacies and Ethics of Scholarly Information
CUNY Graduate Center

Instructor: Jill Cirasella (she/her)
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Office phone (not the best way to reach me): (212) 817-7046
Office hours: By appointment, with standing availability 4-5pm Mondays and Wednesdays

Days: Mondays and Wednesdays (starting May 31, ending July 19)
Time: 6:00–8:10 p.m. (with a break around 7 p.m.)

In-person dates: 5/31, 6/7, 6/14, 6/21, 6/28, 7/12, 7/19 (all Wednesdays except 7/5)
In-person location: Room 5212
All other sessions on Zoom (link to be shared by email and in group forum)

Required course materials: This is a zero-textbook-cost (ZTC) course. All assigned readings will either be publicly accessible or available via the Graduate Center's Mina Rees Library.

Course site (public): https://scholarlyinfo.commons.gc.cuny.edu/

Online course group (private, must have CUNY Academic Commons account to join):
https://commons.gc.cuny.edu/groups/intricacies-ethics-of-scholarly-information/

Course description: This course is an opportunity to step back and consider the scholarly information landscape that you inhabit as a graduate student and researcher. We will explore traditional and emerging forms of scholarship, how works enter the scholarly record, and how they're discovered, accessed, and evaluated. Throughout, we will also ask whose perspectives are excluded, whose contributions are undervalued, and how the systems at play reproduce biases and compound inequities. We will also turn the lens on ourselves, examining both the ethical implications of our participation in this ecosystem and the ways in which we can contribute to a more equitable future.

Course outline: This outline is subject to modification based on how the class evolves, students' wishes, etc. All changes will be reflected on the course website, which will also include the details of each class session (topics, readings, assignments).

Wednesday, May 31 (in person)
Session 1: Scholarship, Scholarly Publishing, and Scholarly Communication, Part 1

Monday, June 5 (Zoom)
Session 2: Scholarship, Scholarly Publishing, and Scholarly Communication, Part 2

Wednesday, June 7 (in person)
Session 3: Peer Review and Its Variants

Monday, June 12 (Zoom)
Session 4: The Role of Citations

Wednesday, June 14 (in person)
Session 5: Research Metrics: What Do They Actually Measure?

Monday, June 19
NO CLASS (Juneteenth)

Wednesday, June 21 (in person)
Session 6: Open Access and How to Achieve It

Monday, June 26 (Zoom)
Session 7: Who Owns Scholarship?

Wednesday, June 28 (in person)
Session 8: Decolonizing Scholarly Communication

Monday, July 3 (Zoom)
Session 9: Publication Ethics & Bad Actors

Wednesday, July 5 (Zoom, <u>not</u> in person)
Session 10: Artificial Intelligence and Scholarly Communication

Monday, July 10 (Zoom)
Session 11: Inclusion and Accessibility in Scholarly Communication

Wednesday, July 12 (in person)
Session 12: Cataloging, Classification, and Discovery of Scholarship

Monday, July 17 (Zoom)
Session 13: TBD: Students' Choice

Wednesday, July 19 (in person)
Session 14: Where Do We Go from Here?

Grading:
- 20% in-class participation
- 30% homework assignments
- 10% leading discussion about an assigned reading

- 10% brief presentation on a scholarly article (not from the assigned reading list)
- 30% final project

Course Policies and Expectations (For You and For Me)

Attendance: We're a small group, and everyone's attendance is crucial to making the course engaging and rewarding. However, I understand that we all have full and complicated lives, especially during the summer. If you can't attend a class for any reason, please let me know ahead of time (unless, of course, it's an emergency). If you need to miss more than two classes, contact me so we can discuss how to keep you up to date and on track.

Extensions: Many assignments will involve posting to the group forum and interacting there with me and other students. Thus, it's best if you do those assignments in the recommended time frame. But again, I understand that we all have full and complicated lives. If you need an extension, let me know. We'll figure something out.

Accessibility and Accommodations: I am committed to making this course fully inclusive and accessible to all students.

- ***Informal accommodations:*** If you have a disability (apparent or non-apparent), illness, injury, impairment, or other condition that may negatively affect your equal access to the course, you are welcome (but not required) to contact me to discuss your needs. I will be happy to make accommodations or adjustments to facilitate your learning and participation. You will not be required to disclose the details of your disability or condition, and I will keep confidential anything you do share.

- ***Formal accommodations:*** It is the policy of CUNY and the Graduate Center to grant reasonable accommodations to students with disabilities. Students who wish to seek formal accommodations are encouraged to contact Student Disability Services at disabilityservices@gc.cuny.edu or (212) 817-7400. All discussions will remain confidential. For more information, visit the Student Disabilities Services website: https://www.gc.cuny.edu/student-disability-services.

Fostering an Inclusive and Supportive Class Community: I am committed to supporting your learning, listening to your perspective, learning from your experiences, being mindful of my own biases and assumptions, and practicing patience and flexibility. In turn, I ask you to treat your classmates, and me, with respect and compassion. Together, we can keep racism, sexism, ageism,

ableism, homophobia, transphobia, and other forms of marginalization and harm out of this course.

These few guidelines can go a long way:
- Treat others with respect and patience.
- Use everyone's preferred pronouns and names.
- Know that your input is welcome, and also make space for input from others.
- Engage with others' thoughts and ideas in considerate and generous ways.
- Seek understanding and dialogue even when you disagree.

Academic Honesty: You have likely been warned against academic dishonesty—plagiarism, cheating, buying/selling assignments, etc.—many times over the years. Nevertheless, please review the Academic Honesty section of the Graduate Center's Student Handbook (pp. 64–68): https://www.gc.cuny.edu/student-handbook.

In this course, we will discuss the promise and perils of generative artificial intelligence tools (e.g., ChatGPT) for scholarly communication. For the most part, I expect you not to use these AI tools in your coursework—I want you to engage directly with the readings and other assignments, and I want to know what *you* think, in *your* words. However, given the nature of the course, we will experiment with some scholarly AI tools and analyze their output. Throughout the course, transparency about any use of AI tools is required—e.g., if you use an AI tool to generate text for an assignment, you must disclose it. This transparency is essential to academic honesty. (As you'll see, many scholarly publishers have similar policies for authors.)